LAMBTON HIGH SCHOOL

YEAR 10 2024

ASSESSMENT BOOKLET

Contents

Eligibility for the ROSA

The NSW Education Standards Authority (NESA) Record of School Achievement (RoSA) is eligible to students who complete Year 10, but leave school before completing the Higher School Certificate. It is a cumulative credential that records the student's academic achievement up to the date they leave school.

To qualify for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW.
- completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA.
- complied with all requirements imposed by the Minister for Education or NESA.
- completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

Mandatory curriculum requirements

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of History and Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

Responsibilities

Each student has the responsibility to:

- understand NESA course requirements and procedures for each course of study
- follow a pattern of study that meets their educational needs and not make any unapproved changes
- be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- provide written evidence of reason for absence from or late submission of formal assessment tasks
- make a serious attempt at each task and act on constructive feedback
- apply themselves with diligence and sustained effort to the set work and experiences provided in each course
- submit work that is the student's own work, acknowledging sources which have been consulted and/or quoted

Schools have the responsibility to:

- develop tasks that meet syllabus requirements in the course
- publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- demonstrate an understanding of course content, objectives and outcomes
- implement classroom assessment procedures according to school and NESA requirements
- ensure that students have copies of all relevant course documents
- provide parents/students with information that gives a true reflection of student progress
- provide quality teaching and learning for Year 10 students, establishing high expectations
- ensure learning is based on current material and meets student/syllabus needs
- identify students causing concern and employ strategies to support them and communicate with parents
- provide strategies to support gifted and talented students
- provide students with detailed feedback on their performance, in a timely manner.

The Lambton High School Assessment Policy has been designed to ensure:

- open and accountable procedures for all students consistent with NESA requirements
- a fair and equitable environment in which each student can achieve individual excellence.

Student Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students, and a range of resources.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students' what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

Assessment for, assessment as, assessment of learning

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better rather than just receive a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence

- is inclusive of all learners.

Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching program or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Using these principles

The approach or approaches used will be informed by:

- the evidence of student learning to be gathered
- the processes for gathering the evidence
- the feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

Tasks

The assessment tasks used should be appropriate to the outcomes and components of the course being assessed, for example tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance. The syllabus provides guidance in relation to the types of tasks that are suitable. As a guide 3 to 4 tasks per subject. Semesterised subjects such as Geography and History have 2 tasks per subject.

The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that allows the full range of marks to be available.

Head Teachers are required to validate each task prior to distribution to students.

All assessment tasks for a course should be completed by each candidate.

The students will acknowledge the receipt, submission and return of a task.

Teachers should assess the students' actual performance, not potential performance. Assessment marks must not be modified to account for the possible effects of illness or domestic situations.

Students who indicate they are sick on the day of an assessment task should report to the Deputy Principal to discuss whether the student should sit the task and to discuss the required documentation for non-completion.

Notification

In addition to the information in this Year 10 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of two weeks prior to the task that contains:

- the date and time of the task
- the weighting of the task
- the specific nature of the task
- an indication of the length of the task (word limits/time limits) if applicable
- the time allowed for the task if it is an in-class task
- the outcomes addressed by the task
- the marking criteria used for the task
- administrative procedures for the collection of the task
- the amount of time that will be allocated during lessons if applicable
- feedback procedures.

Additional information:

- the format of the notification must be on the agreed school proforma
- students are to acknowledge that they have received the assessment task notification
- the teacher will sign the notification sheet to indicate the task assesses the outcomes learnt in class and that it meets NESA requirements. This is counter signed by the Head Teacher to certify the task
- a copy of the task notification is filed with the Deputy Principal.
- if a student is absent on the day that a notification for an assessment task is given to students, it is the responsibility of the student to speak to the teacher or Head Teacher to obtain a copy. Note: unless there are exceptional circumstances, an extension of time for the task will not be granted.

Assessment Schedule

This assessment booklet provides you with an assessment schedule for each of your courses. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting.

Submission of Assessment Tasks

NESA expects students to attempt all assessment tasks set. NESA requires all students to follow an assessment program and have an assessment mark submitted for all courses in which they are enrolled.

Submission of tasks at Lambton High School

It is the responsibility of students to ensure that they complete assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

All hand in assessment tasks must be submitted in class as per the Assessment Notification. Hard copies (on paper) must be submitted to the class teacher unless specified otherwise on the Task Notification. Where an electronic copy is required only, electronic copies must be submitted on Canvas, or as directed on the Assessment Task Notification. Students have a responsibility to ensure:

- the correct electronic file is attached
- the file is not corrupt

Note: technology fault is not grounds for appeal

Assessments take precedence over all school activities, including excursions, competitions and sporting events. Under special circumstances an exemption may be granted, however it is the student's responsibility to inform their class teacher that they will be seeking misadventure from the Deputy Principal prior to the due date.

Minimal homework is to be provided during the assessment period.

Change of dates for assessment tasks to outside the assessment block will only be permitted in exceptional circumstances. Approval is required by the Principal. If the date for an assessment task is approved to be changed from the advertised date in the booklet then at least two weeks notice in writing will be given to all students concerned.

Procedures for Task Administration

For separate classes completing the same course, Head Teachers are required to ensure:

- students receive the same information to ensure consistency in the administration of the assessment task
- all students have the same examination conditions and experiences
- in subjects where more than one class exists, all tasks (or section of) will be marked corporately for consistency when required and against the marking rubric to ensure consistency.

During an assessment task, students must turn off their mobile phone and other wearable technology and place these in their school bag or the box. Students who breach this rule may have a penalty imposed, such as a zero for the task.

Procedures for Late Submission and Task Non-Completion

For students in Year 10, Assessment Tasks submitted/completed after the due date receive a zero mark. An Illness/Misadventure Appeal will need to be completed by the student and submitted to the Deputy Principal for consideration within 5 days of the task being due. Students will be eligible to receive marks for the task if the Deputy Principal upholds the appeal based on legitimate absence reasons provided on the I/M. Please refer to the Appendices in this booklet for further information on the I/M process.

Request for extension of a due date

If additional time is required to complete a task, students should discuss this with their teacher or Head Teacher **before the due date.** Students should not assume that an extension will be given to complete an assessment task. An Illness / Misadventure application will need to be completed by the student.

Absence from an Assessment Task or Examinaton

Absence known before a task due date:

Where a written task is to be handed in on a due date or an in-class assessment performed, and the absence is known beforehand, the student must submit an Illness/Misadventure form (see Appendices)l and arrange for the task to be submitted, or completed, on or before time. Note: If travelling, Absences of greater than five days will also require an application for Extended Leave.

Unanticipated Absence on due date – Hand in Assessment Task:

Where the student is absent on the day an assessment task is due and the task was not handed in by prior arrangement, due to illness/misadventure, the student must hand in the task to their teacher on their first day of attendance accompanied by a dated/signed Illness/Misadventure form explaining reasons for the late submission of the task.

Unanticipated Absence on due date – In Class in Assessment Task:

Where a student is absent on the day of an in-class assessment, it is the responsibility of the student to see the Head Teacher of the relevant course on the first day of attendance after illness and to make alternative arrangements for completion of the assessment task. The student must be prepared to sit the task the first day back at school. An Illness/Misadventure Letter signed by the parent/guardian must be provided to support the Illnesses for the late completion of the assessment task.

Where a student is absent on the day an assessment task is due or scheduled either for medical reasons or for any other reason, an Illness/Misadventure form must be submitted to the Deputy Principal to avoid any penalties being imposed for late submission of the task. Failure to follow the above procedures will result in parents being contacted.

Where a student is awarded an estimate mark to be given on a missed task, the mark shall be developed at the discretion of the Head Teacher, taking into account such factors as course outcomes, course rank and individual performance in the course.

Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date. It is the student's responsibility to notify the Deputy Principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

Where there is no valid reason for not completing an assessment task, an N Warning will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The N-Warning will also contain a rescheduled date for the submission of incomplete works.

Late attendance for an assessment task or examination

Students arriving late due to circumstances beyond their control are to report to their classroom teacher or Head Teacher to determine the appropriate course of action.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed
- substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

To assist in the detection of malpractice, Lambton High School utilises a plagiarism detection program to maintain the integrity of student work. Where malpractice is detected, a zero mark may be given for the entire task. The school may apply penalties at the discretion of the Principal. Where a student is present on the day of the task and does not attend in the periods prior to the task, penalties will apply. A student penalised for malpractice has access to the appeals process.

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks which are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this was to occur a student would also receive an 'N' warning letter.

Invalidity of Assessment Tasks

Where invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration. An investigation will be undertaken by the Deputy Principal and Head Teacher of the Faculty involved to ascertain the reasons for the unreliable or invalid results. One or more of the following processes may be implemented as appropriate:

- negotiation with all students affected
- implement an alternate task supplied for the whole or part of the original
- mark adjustment to discount the invalid part of the test
- other as determined by the Head Teacher.

Procedures for Illness / Misadventure Appeals

An illness/misadventure form is used when an assessment task is:

- not submitted on time
- submitted incomplete
- during extra-ordinary circumstances.

Where a student experiences a misadventure, she/he should complete an Illness/Misadventure Appeal form on the relevant Canvas homepage (see the appendix of this booklet). This must be done on the same day where possible or the next day of attendance including attendance at the next examination after the misadventure.

Completing the Illness/Misadventure Appeal

Section 1: Complete your personal details as requested.

Section 2: Complete the details regarding the assessment task that the application you are making applies to.

Section 3: Provide details for the circumstances that have required you to make this application and you must attach relevant documentation to support your application (e.g. doctor's certificate, statutory declaration, other)

It is the student's responsibility to complete the Illness/Misadventure Appeal and submit it within five school days of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances.

Students cannot submit an appeal on the basis of:

- technology fault
- alleged deficiencies in teaching
- long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- misreading the examination timetable
- misreading assessment task or examination instructions
- other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the Principal and well in advance of the event.
- illness once the assessment paper is opened during the reading time, or after the examination commences.

Process

The appeal is then completed by the Deputy Principal (within policy guidelines) in consultation with the Head Teacher of the appropriate faculty. The Deputy Principal may:

- Uphold the appeal
- Dismiss the appeal
- Impose a penalty.

If the Deputy Principal dismisses the appeal, the student has the option of requesting an Appeals Committee review.

Appeal Process

The Appeals Committee shall be convened by the alternate Deputy Principal, and include the Head Teacher of another faculty and the Year Adviser.

The committee may:

- Uphold the appeal
- Dismiss the appeal
- Impose a penalty.

The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.

Disability Provisions

NESA may provide Disability Provisions for students in the HSC examinations. Disability Provisions may assist students to read examination questions and write their answers. Provisions may include rest breaks and extra time. The use of any provision is not written on the student's results. The Learning and Support Teacher is responsible for the identification and management of students requiring Disability Provisions.

- Disability Provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation.
- Disability Provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination.
- Students may need provisions for:
    - a permanent condition, such as diabetes or reading difficulty
    - a temporary condition, such as a broken arm, or
    - an intermittent condition, such as back pain when sitting for long periods.
    - Principals have the authority to decide on and to implement Disability Provisions for school-based assessment.

Lambton High School will support students seeking Disability Provisions for their HSC examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component. Students who accessed special provisions for Year 10 should be screened for similar access for senior assessment and examination. The Learning and Support Teacher will develop a list of students requiring disability provisions by the end of Term 1. Additional students may be added during the year.

Applying for Disability Provisions:

- If you wish to seek disability provisions you must speak to the Learning and Support Teacher (LaST)
- Students will need to supply relevant documentation/evidence (not older than one year) of the special examination need
- Evidence will be evaluated against NESA criteria and approved if criteria met
- If a student is granted the use of a computer, he/she will only have access to a school computer with Wi-Fi access disabled
- Students who have been awarded disability provisions are to check with the LaST about the arrangements for these provisions for the upcoming task. This should be done when the assessment notification has been distributed.

Further information can be found on the NESA website:
https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions

N-Determination

If the principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for him/her to correct the problem and satisfactorily complete the course. Where students fail to comply with the school's expectations an 'N' determination warning letter will be issued. A minimum of two warning letters will be sent to parents before the school may recommend to NESA that a student does not receive an award in a course. This is known as an 'N' Determination and it may result in the non- award of the RoSA.

An "N" Warning Letter may be given in circumstances such as the following:

- a student is absent from an assessment task and has not provided acceptable evidence to justify that absence on the first day of return to school
- a student is found to be cheating in an assessment task
- a student is deemed to have breached principles of academic integrity and ethical scholarship
- a student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- a student has provided a false explanation for the late submission of an assessment task
- a student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- a student has made a non-serious attempt at a task.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of NESA. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the HSC. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

The Principal will use the following as a guide for N-Determination:

- 50% Rule: In addition to any other set tasks and experiences in any course, students must complete
- assessment tasks that contribute in excess of 50% of available marks
- Attendance: A student who attends less than 85% of their lessons would be deemed as causing concern
- Set Tasks and Experiences: Principals must determine if there is sufficient evidence to progress with an N determination for a student's application of diligence and sustained effort to the set tasks and experiences provided in the course by the school.

If a decision is made to progress with an N-Determination:

- the principal will notify the parent/carer that in the school's view, their student has not met the completion
- requirements for the award of the RoSA
- offer an Appeal form (if required) and review the appeal
- form an Appeals panel (if required)
- if the appeal is upheld, award the marks for the course
- if the appeal is declined, forward all documentation to the NESA for determination.

If an 'N' determination is given:

- the course will be listed as 'Not Completed' on the Record of School Achievement
- the student may be ineligible for the award of a RoSA .

Procedures for Accelerants and Accumulants

Acceleration

Students who are accelerated must be able to demonstrate completion of NESA syllabus outcomes. Acceleration must be on the basis of compression of the curriculum, or curriculum 'compacting', not omission.

Students who are accelerated into Year 10 or from Year 10 into Year 11, will be outstanding or exceptional students whom the school can confidently expect will receive an 'A' grade in Stage 5.

Students may undertake Year 11 and/or Year 12 courses in advance of their usual cohort and may accelerate in all courses (grade advancement) or in one or more courses.

In terms of the formal assessment program for Year 12, a student accelerating in a subject should complete all assessment tasks (or the equivalent) that are undertaken by students completing the usual Year 12 program in the subject.

Individual accelerants should be withdrawn from class to join their Year 11 and/or Year 12 cohort class for task notifications and assessment examinations (where relevant). Marks and ranking for accelerants will be calculated according to their performance within the cohort group. Accelerating students, as with all HSC students, will have open to them a range of alternative pathways to the HSC.

Accelerating HSC students, having completed HSC courses in advance of their year cohort, may:

- Undertake additional units for the HSC
- Undertake an HSC extension course, if requirements are met
- Undertake a university level course, e.g. a Distinction Course or University Extension Course
- Undertake external or part-time study at University or TAFE
- Commence part-time work in addition to their studies
- Undertake a combination of some of the above options.

An accelerating student may be permitted to repeat a course in which they have been accelerated, though this would not be the expectation. If a student is accelerated, it should occur in the educational interests of the particular student, and with a strong probability of success in that accelerated subject or subjects. The UAC rules specify that, while a student may repeat a subject at the HSC, only the most recent result will be counted for ATAR purposes.

Assessment Task / Examination Procedures

Students:

- must be prompt to the examination. Students should assemble outside the MPC or other designated venue.
- are not permitted to leave the venue before the end of the examination
- must not talk once they have entered the examination venue
- will be directed where to sit
- must remove their watch and place it in clear view on the examination desk
- must not write, use any equipment including highlighters, or annotate examination paper in any way during reading time
- must read the instructions on the examination paper carefully as well as all questions
- write clearly, preferably with black pen
- write answers in the correct answer booklets
- must always follow the supervisor's instructions
- must behave in a polite and courteous manner towards the supervisors and other students
- must make a serious attempt at the examination
- will be dismissed by the supervising teacher

If a student is absent on the day of a scheduled examination, they are to contact the Head Teacher.

Equipment Checklist for Examinations

Calculators

Students may only use scientific calculators that appear on the NESA's list of approved scientific calculators. The list of approved scientific calculators, can be found at:

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators

Exams

What you should bring into your exam room:

- black pens
- pencils (at least 2B)
- eraser
- pencil sharpener
- ruler (marked in mm and cm)
- highlighters
- bottle of water in a clear bottle.

What you cannot bring into your exam room:

- mobile phones are not permitted in an exam room under any circumstances
- programmable watch, e.g. a smart watch
- any electronic device (except a calculator where permitted). This includes mobile phones or other
- communication devices, organisers, tablets (e.g. iPads), music players or electronic dictionaries
- paper or any printed or written material. You can ask your presiding officer for working paper
- print dictionaries, except where permitted in language exams
- correction fluid.

Feedback

Teachers provide feedback to students to assist their learning. Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students.

Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher.

For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance. This advice should indicate:

- student attainments in the task relative to the outcomes
- student relative positions within the course group
- individual feedback (written or verbal) and group feedback by the teacher who marked the task (or section of).

Procedure for Reviewing the procedures

These procedures are reviewed annually by staff, students and community representatives to ensure:

- the implementation of procedures which satisfy the requirements for the award of the RoSA.
- it meets NESA rules and regulations including teaching the prescribed areas of study, electives and texts.

The review includes:

- assessment policy
- assessment schedules.

Other relevant documents / sites

https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home

Senior Foundation Assessment Blocks 2024

Week	Term 1	Term 2	Term 3	Term 4
1		**Gymnastics (PDHPE) AOBH**		**Assessment Block 5**
2				
3		**Assessment Block 2 Term 2/4 Week 3 Geography and History**		**English / Science Term 2/4 Week 3 Geography and History**
4				
5			**Assessment Block 4**	
6	**Gymnastics (PDHPE) LTMN**			
7	**Term1/3 Week 7 Geography and History**		**Term1/3 Week 7 Geography and History**	
8	**Assessment Block 1**			
9		**Assessment Block 3**		
10				
11				

Individual Assessment Schedules

Child Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Safe and Sound	Career in Childcare	End of Course Examination
Timing		**Term 1, Week 8/9**	**Term 3, Week 5/6**	**Term 4, Week 1/2**
Assessment Component		**SUBMIT**	**SUBMIT & IN CLASS**	**EXAMINATION**
Knowledge and understanding of course concepts	**30%**			**30%**
Skills in critical thinking, research methodology analysing and communication	**70%**	**35%**	**35%**	
Weightings	**100%**	**35%**	**35%**	**30%**
Outcomes Assessed		CS5-4, CS5-9	CS5-10, CS5-11	CS5-2, CS5-7

Course Fee: $30

Course Outcomes

CS5-1 identifies the characteristic of a child at each stage of growth and development
CS5-2 describes the factors that affect the health and wellbeing of the child
CS5-3 analyses the evolution of childhood experiences and parenting roles over time
CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5 evaluates strategies that promote the growth and development of children
CS5-6 describes a range of parenting practices for optimal growth and development
CS5-7 discusses the importance of positive relationships on the growth and development of children
CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of setting and contexts
CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Commerce

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Communication Task	Commerce Project	Examination
Timing		**Term 2 Week 3/4**	**Term 3 Week 5/6**	**Term 4 Week 1/2**
Assessment Component		**IN CLASS**	**SUBMIT**	**IN CLASS**
Knowledge and understanding of consumer, financial, business, legal and employment matters	**20%**	**15%**		**5%**
Skills in effective research and communication	**50%**		**50%**	
Skills in decision-making and problem solving in relation to consumer, financial, business, legal and employment matters	**30%**	**5%**		**25%**
Weightings	**100%**	**20%**	**50%**	**30%**
Outcomes Assessed		COM5-1, COM5-3	COM5-7, COM5-9	COM5-2, COM5-4, COM5-5

Course Fee: NA

Course Outcomes

COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

COM5-3 examines the role of law in society

COM5-4 analyses key factors affecting decisions

COM5-5 evaluates options for solving problems and issues

COM5-6 develops and implements plans designed to achieve goals

COM5-7 researches and assesses information using a variety of sources

COM5-8 explains information using a variety of forms

COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

English

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Multimodal Presentation	Imaginative Writing and Reflection	Yearly Exam
Timing		**Term 1, Week 8/9**	**Term 2, Week 9/10**	**Term 4, Week 1/2/3**
Assessment Component		**SUBMIT**	**IN CLASS**	**IN CLASS**
Through responding to a wide range of texts and composing a wide range of texts through speaking, listening, reading, writing, viewing and representing	**100%**	**35%**	**30%**	**35%**
Weightings	**100%**	**35%**	**30%**	**35%**
Outcomes Assessed		EN5-1A, EN5-2A, EN5-4B, EN5-5C, EN5-7D, EN5-8D	EN5-1A, EN5-3B, EN5-4B, EN5-7D, EN5-9E	EN5-1A, EN5-2A, EN5-3B, EN5-6C, EN5-7D, EN5-8D

Course Fee: NA

Course Outcomes

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-6C investigates the relationships between and among texts

EN5-7D understands and evaluates the diversse ways texts can represent personal and public worlds

EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Food Technology

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Practical Performance	New Food Product	End of Course Examination
Timing		**Term 1 Week 8/9**	**Term 2 Week 9/10**	**Term 4 Week 1/2**
Assessment Component		**IN CLASS**	**SUBMIT**	**IN CLASS**
Knowledge & understanding	**40%**	-	-	**40%**
Knowledge & Skills in Designing, Researching, Analysing & Evaluating	**30%**	-	**30%**	-
Skills in Experimenting with & Preparing Food	**30%**	**30%**	-	-
Weightings	**100%**	**30%**	**30%**	**40%**
Outcomes Assessed		FT5-1, FT5-5, FT5-10	FT5-9, FT5-12, FT5-13	FT5-6, FT5-7, FT5-12

Course Fee: $90

Course Outcomes

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2 identifies, assesses and manages the risk of injury and WHS issues associated with the handling of food
FT5-3 describes the physical and chemical properties of a variety of foods
FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5 applies appropriate methods of food processing, preparation and storage
FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7 justifies food choices by analysing the factors that influence eating habits
FT5-8 collects, evaluates and applies information from a variety of sources
FT5-9 communicates ideas and information using a range of media and appropriate terminology
FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12 examines the relationship between food, technology and society
FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

Geography

Course Components	Syllabus Weightings	Task 1	Task 2
Task Type		Geographical Report	Geographical Skills
Timing		**Term 1/3 Week 7**	**Term 2/4 Week 3**
Assessment Component		**SUBMIT**	**IN CLASS**
Knowledge and Understanding	**30%**	**30%**	
Skills	**50%**	**10%**	**40%**
Values and Attitudes	**20%**	**20%**	
Weightings	**100%**	**60%**	**40%**
Outcomes Assessed		GE5-3, GE5-5, GE5-8	GE5-7

Course Fee: N/A

Course Outcomes

GE5-1 explains the diverse features and characteristics of a range of places and environments
GE5-2 explains processes and influences that form and transform places and environments
GE5-3 analyses the effect of interactions and connections between people, places and environments
GE5-4 accounts for perspectives of people and organisations on a range of geographical issues
GE5-5 assesses management strategies for places and environments for their sustainability
GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8 communicates geographical information to a range of audiences using a variety of strategies

History

Course Components	Syllabus Weightings	Task 1	Task 2
Task Type		In Class Written Response	Examination – Skills & Knowledge Source Analysis: Objective Response
Timing		**Term 1/3 Week 7**	**Term 2/4 Week 3**
Assessment Component		**IN CLASS**	**IN CLASS**
Knowledge and Understanding	**40%**	**20%**	**20%**
Skills – Historical Inquiry	**30%**	**15%**	**15%**
Skills - Communication	**30%**	**25%**	**5%**
Weightings	**100%**	**60%**	**40%**
Outcomes Assessed		HT5-3, HT5-6, HT5-7, HT5-9, HT5-10	HT5-2, HT5-4, HT5-5, HT5-7, HT5-9

Course Fee: NA

Course Outcomes

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

History - Elective

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Communication Task - Skills	Research/ Communication Task	Communication Task
Timing		**Term 1 Week 8/9**	**Term 2 Week 3/4**	**Term 3 Week 5/6**
Assessment Component		**IN CLASS**	**SUBMIT**	**IN CLASS**
Knowledge and understanding	**40%**	**5%**	**20%**	**15%**
Skills – Historical Inquiry	**40%**	**10%**	**20%**	**10%**
Skills - Communication	**20%**	**10%**		**10%**
Weightings	**100%**	**25%**	**40%**	**35%**
Outcomes Assessed		HTE5-2, HTE5-7, HTE5-8	HTE5-1,HTE5-6, HTE5-10	HTE5-4, HTE5-9, HTE5-10

Course Fee: $10

Course Outcomes

HTE5-1 -applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE5-2 - examines the ways in which historical meanings can be constructed through a range ofmedia
HTE5-3 - sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE5-4 - explains the importance of key features of past societies or periods, including groups and personalities
HTE5-5 - evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE5-6 - identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-7 - explains different contexts, perspectives and interpretations of the past
HTE5-8 - selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5-9 - applies a range of relevant historical terms and concepts when communicating anunderstanding of the past
HTE5-10 - selects and uses appropriate forms to communicate effectively about the past for different audiences

Industrial Technology – Multimedia

Course Components	Task 1	Task 2	Task 3
Task Type	UI Design Project	Blender Portfolio	Yearly Examination
Timing	**Term 1** **Week 8/9**	**Term 2** **Week 9/10**	**Term 4** **Week 1/2**
Assessment Component	**ONLINE SUBMISSION** VIA CANVAS	**ONLINE SUBMISSION** VIA CANVAS	**YEARLY EXAMINATION**
Weightings	40%	30%	30%
Outcomes Assessed	IND5-1, IND5-4, IND5-	IND5-2, IND5-3, IND5-5	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10

Course Fee: NA

Course Outcomes

IND5-1 - identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2 - applies design principles in the modification, development and production of projects
IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4 - selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6 identifies and participates in collaborative work practices in the learning environment
IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8 evaluates products in terms of fun ctional, economic, aesthetic and environmental qualities and quality of construction
IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology – Timber

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Cabinet Management Portfolio	Cabinet Practical and Industry Study	End of Course Yearly Examination
Timing		**Term 2 Week 3/4**	**Term 3 Week 5/6**	**Term 4 Week 1/2**
Assessment Component		**SUBMIT**	**SUBMIT & IN CLASS**	**IN CLASS**
Knowledge & understanding	**30%**			**30%**
Knowledge & skills in use of hand and machine tools, equipment and production processes	**40%**		**40%**	
Skills in communication techniques during planning, production, and presentation	**30%**	**30%**		
Weightings	**100%**	**30%**	**40%**	**30%**
Outcomes Assessed		IND5-2, IND5-3, IND5-5, IND5-7,	IND5-3, IND5-4, IND5-6, IND5-7, IND5-9	IND5-1, IND5-5, IND5-8, IND5-9, IND5-10

Course Fee: $75

Course Outcomes

IND5-1 identifies, assesses, applies, and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development, and production of projects

IND5-3 identifies, selects, and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies, and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets, and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes, and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses, and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses, and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology – Engineering (iSTEM)

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Aerodynamics Project	Electronics and Electricity	Yearly Examination
Timing		**Term 2, 2024 Week 3/4**	**Term 2, 2024 Week 9/10**	**Term 4, 2024 Week 1/2/3**
Assessment Component		**SUBMIT**	**SUBMIT**	**IN CLASS**
Knowledge & Understanding	**40%**	-	-	**40%**
Knowledge & Skills in Designing, Researching, Analysing & Evaluating	**30%**	**10%**	**20%**	-
Skills in Developing Engineered Solutions	**30%**	**20%**	**10%**	-
Weightings	**100%**	**30%**	**30%**	**40%**
Outcomes Assessed		IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-8, IND5-9	IND5-1, IND5-2, IND5-4, IND5-6, IND5-9, IND5-10	IND5-1, IND5-3, IND5-4, IND5-5, IND5-8, IND5-9, IND5-10

Course Fee: $42

Course Outcomes

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Marine and Aquaculture Technology

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Boat Models and Workplace Safety	Marine Biology	Sustainabil and Native Aquarium Design
Timing		**Term 1, Week 9**	**Term2, Week 9**	**Term 3, Week 9**
Assessment Component		**SUBMIT**	**SUBMIT**	**SUBMIT**
Weightings		**30%**	**30%**	**40%**
Outcomes Assessed		MARS-3, MARS-10. MARS-12	MARS-1, MARS-9, MARS-14	MARS-5, MARS-7. MARS-13

Course Fee: $30

Course Outcomes

MARS-1 identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
MARS-2 identifies, describes, and evaluates the social and economic importance of marine ecosystems
MARS-3 identifies, describes, and evaluates the effects humans have had on the marine environment
MARS-5 assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
MARS-7 identifies, describes, and evaluates the ethical, social and sustainability issues
MARS-8 identifies, describes, and evaluates policies for monitoring and conserving the marine environment
MARS-9 selects and uses a broad range of contemporary materials, equipment, and techniques with confidence in aquaculture and marine settings
MARS-10 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
MARS-11 identifies and describes a range of aquaculture, marine and maritime vocations, and leisure pursuits
MARS-12 identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
MARS-13 collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information

Mathematics Stage 5.1

Course Components	Syllabus Weight	Task 1	Task 2	Task 3	Task 4
Task Type		Term 1 Task Topics Pythagoras' Theorem, Trigonometry, Financial Mathematics, Percentages	Term 2 Task Topics Trigonometry, Financial Mathematics, Percentages	Term 3 Task Topics Data, Percentages, Geometry, Area Probability	Term 4 Linear Relationships, Percentages, Financial Mathematics, Probability, Data
Timing		**Term 1 Weeks 8/9**	**Term 2 Weeks 3/4**	**Term 3 Weeks 5/6**	**Term 4 Weeks 1/2**
Assessment Component		**IN CLASS**	**IN CLASS**	**IN CLASS**	
Knowledge, skills and understanding	**50%**	**10%**	**15%**	**10%**	**15%**
Working Mathematically Communicating, Problem solving and reasoning Understanding and fluency	**50%**	**10%**	**15%**	**10%**	**15%**
Weightings	**100%**	**20%**	**30%**	**20%**	**30%**
Outcomes Assessed		MA5.1-4NA MA5.1-10MG MA5.1-5NA	MA5.1-4NA MA5.1-12SP MA5.1-13SP MA5.1-10MG	MA5.1-8MG MA5.1-11MG MA5.1-12-SP MA5.1-13-SP	MA5.1-6NA, MA5.17NA, MA5.12SP, MA5.13SP, MA5.1-4NA

Course Fee: NA

Course Outcomes

MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM selects and uses appropriate strategies to solve problems
MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NA solves financial problems involving earning, spending and investing money
MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA graphs simple non-linear relationships
MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG describes and applies the properties of similar figures and scale drawings
MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events

https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-10/outcomes
Note: The topics listed for testing are subject to change.

Mathematics Stage 5.2

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	
Task Type		Term 1 Task Topics Trigonometry, Algebraic Techniques, Indices, Geometry	Term 2 Task Topics Algebraic Techniques, Equations, Indices, Trigonometry, Linear Relationships, Area and Volume, Geometry	Term 3 Task Topics Area and Volume, Probability, Single Variable Data Analysis	Term 4 Task Topics Linear relationships, Financial Mathematics, Single Variable Data Analysis, Bivariate Data, Non-Linear Relationships
Timing		**Term 1 Weeks 8/9**	**Term 2 Weeks 3/4**	**Term 3 Weeks 5/6**	**Term 4 Weeks 1/2**
Assessment Component		**IN CLASS**	**IN CLASS**	**IN CLASS**	**IN CLASS**
Knowledge, skills and understanding	**50%**	10%	15%	10%	15%
Working Mathematically Communicating, Problem solving and reasoning Understanding and fluency	**50%**	10%	15%	10%	15%
Weightings	**100%**	**20%**	**30%**	**20%**	**30%**
Outcomes Assessed		MA5.1-10MG MA5.2-13MG MA5.2-14MG MA5.2-6NA MA5.2-7NA	MA5.2-14MG MA5.2-8NA MA5.2-9NA MA5.2-11MG MA5.2-12MG MA5.2-13MG MA5.2-14MG	MA5.2-12MG MA5.2-15SP MA5.2-17SP MA5.2-13SP MA5.2-11MG	MA5.1-4NA MA5.2-4NA MA5.2-15SP MA5.2-16SP MA5.2-17SP MA5.2-10NA MA5.2-8NA MA5.2-9NA

Course Fee: NA

Course Outcomes

MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM selects and uses appropriate strategies to solve problems
MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context
MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM constructs arguments to prove and justify results
MA5.1-4NA solves financial problems involving earning, spending and investing money
MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	graphs simple non-linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments

https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10/outcomes

Note: The topics listed for testing are subject to change.

Mathematics Stage 5.2/5.3

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Term 1 Task 1 Topics Algebraic Techniques, Trigonometry, Indices	Term 2 Task Topics Algebraic Techniques Trigonometry Indices Probability Equations	Term 3 Task Topics Non-Linear Relationships Equations Linear Relationships Area and Volume	Term 4 Task Topics Data (single and Bivarate) Geometry Non-Linear Relationships Linear Relationships
Timing		**Term 1 Weeks 8/9**	**Term 2 Weeks 3/4**	**Term 4 Weeks 5/6**	**Term 4 Weeks 1/2**
Assessment Component		**IN CLASS**	**IN CLASS**	**IN CLASS**	**IN CLASS**
Knowledge, skills and understanding	**50%**	**10%**	**15%**	**10%**	**15%**
Working Mathematically Communicating, Problem solving and reasoning Understanding and fluency	**50%**	**10%**	**15%**	**10%**	**15%**
Weightings	**100%**	**20%**	**30%**	**20%**	**30%**
Outcomes Assessed		MA5.2-13MG MA5.3-15MG MA5.2-6NA MA5.3-5NA MA5.2-6NA MA5.2-7NA	MA5.2-13MG MA5.3-15MG MA5.2-6NA MA5.2-8NA MA5.3-5NA MA5.3-7NA MA5.2-12MG MA5.1-13SP MA5.2-17SP MA5.2-8NA MA5.3-8NA	MA5.1-6NA MA5.2-8NA MA5.2-9NA MA5.3-7NA MA5.3-8NA MA5.1-7NA MA5.2-10NA MA5.3-14MG MA5.3-13MG MA5.2-11MG MA5.2-12MG	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.2-1WM MA5.2-3WM MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.1-7NA MA5.2-10NA MA5.1-11MG MA5.3-11NA MA5.2-15SP MA5.2-16SP MA5.3-19SP

Course Fee: NA

Course Outcomes

MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM selects and uses appropriate strategies to solve problems
MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context
MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems

MA5.2-3WM	constructs arguments to prove and justify results
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical b
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	graphs simple non-linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	performs operations with surds and indices
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA	sketches and interprets a variety of non-linear relationships
MA5.3-10NA	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA	uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA	uses function notation to describe and sketch functions
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG	applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP	uses standard deviation to analyse data
MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10/outcomes

Note: The topics listed for testing are subject to change.

Mathematics Stage 5.3

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Term 1 Task Topics Trigonometry Equations Surds Indices	Term 2 Task Topics Equations Probability Volume	Term 3 Task Topics Logarithms Bivariate Data Linear Relationships Non-Linear Relationships	Term 4 Task Topics Polynomials Logarithms Data (single and bivariate) Logarithms
Timing		**Term 1 Weeks 8/9**	**Term 2 Weeks 3/4**	**Term 3 Weeks 5/6**	**Term 4 Weeks 1/2**
Assessment Component		**IN CLASS**	**IN CLASS**	**IN CLASS**	**IN CLASS**
Knowledge, skills and understanding	**50%**	**10%**	**15%**	**10%**	**15%**
Working Mathematically Communicating, Problem solving and reasoning Understanding and fluency	**50%**	**10%**	**15%**	**10%**	**15%**
Weightings	**100%**	**20%**	**30%**	**20%**	**30%**
Outcomes Assessed		MA5.2-13MG MA5.3-15MG MA5.2-8NA MA5.2-9NA MA5.3-6NA MA5.3-7NA	MA5.2-9NA MA5.3-7NA MA5.3-8NA MA5.2-12MG MA5.1-13SP MA5.2-17SP	MA5.2-16SP MA5.3-19SP MA5.2-10NA MA5.3-9NA MA5.2-9NA MA5.3-8NA MA5.3-11NA	MA5.3-10NA MA5.3-11NA MA5.2-19SP MA5.2-15SP MA5.2-16SP

Course Fee: NA

Course Outcomes

MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM selects and uses appropriate strategies to solve problems
MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context
MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM constructs arguments to prove and justify results
MA5.1-4NA solves financial problems involving earning, spending and investing money
MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA graphs simple non-linear relationships

MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG describes and applies the properties of similar figures and scale drawings
MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-4NA solves financial problems involving compound interest
MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP describes and calculates probabilities in multi-step chance experiments
MA5.3-4NA draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA performs operations with surds and indices
MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA sketches and interprets a variety of non-linear relationships
MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA uses function notation to describe and sketch functions
MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
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MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP uses standard deviation to analyse data
MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

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Note: The topics listed for testing are subject to change.

Music

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Arrangement, Performance and Listening	Composition and Performance	Performance and Listening
Timing		**Term 1 Weeks 8/9**	**Term 2 Weeks 9/10**	**Term 4 Weeks 1/2/3**
Assessment Component		**IN CLASS**	**IN CLASS**	**IN CLASS**
Performance	**40%**	**10%**	**10%**	**20%**
Composition	**30%**	**10%**	**20%**	
Listening	**30%**	**15%**		**15%**
Weightings	**100%**	**35%**	**30%**	**35%**
Outcomes Assessed		5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10

Course Fee: $25

Course Outcomes

Performance

5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.

5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.

5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.

Composition

5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.

5.5 notates own compositions, applying forms of notation appropriate to the music selected for study.

5.6 uses different forms of technology in the composition process.

Listening

5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.

5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.

5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study.

5.10 demonstrates an understanding of the influence and impact of technology on music.

Physical Activity & Sports Science

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Sports Injury Project	Teacher Observation – Games Application 1 (Practical Task)	Teacher Observation – Games Application 2 (Practical Task)	Yearly Examination
Timing		**Term 1 Week 8/9**	**Term 2 Week 3/4**	**Term 4 Week 1/2**	**Term 4 Week 1/2**
Assessment Component		**SUBMIT**	**IN CLASS**	**IN CLASS**	**IN CLASS**
Knowledge and Understanding of course content	**50%**	**15%**	**10%**	**10%**	**15%**
Skills in self-management, communication, decision making and movement	**40%**	**10%**	**10%**	**10%**	**10%**
Values and attitudes	**10%**	**-**	**5%**	**5%**	**-**
Weightings	**100%**	**25%**	**25%**	**25%**	**25%**
Outcomes Assessed		PASS5-8	PASS5-9	PASS5-5, PASS5-7	PASS5-6, PASS5-10

Course Fee: $5

Course Outcomes

PASS5-5: demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-6: evaluates the characteristics of participation and quality performance in physical activity and sport

PASS5-8: displays management and planning skills to achieve personal and group goals

PASS5-7: works collaboratively with others to enhance participation, enjoyment and performance

PASS5-9: performs movement skills with increasing proficiency

PASS5-10: analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Physical Education / Health / Personal Development

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task type		Podcast - Resilience	Movement Task Games/ Gymnastics	Health Promotion Campaign	Movement Task Dance
Timing		**Term 1 Week 8/9**	**Term 1 Gym LTMN Week6 Term 2 Gym ABOH Week 1**	**Term 3 Week 5/6**	**Term 3 Week 6**
Assessment Component		**SUBMIT**	**IN CLASS**	**SUBMIT**	**IN CLASS**
Knowledge and Understanding of course content	**50%**	**10%**	**10%**	**20%**	**10%**
Skills in self-management, communication, decision making and movement	**40%**	**5%**	**15%**	**5%**	**15%**
Values and attitudes	**10%**	**5%**	**-**	**5%**	**-**
Weightings	**100%**	**20%**	**25%**	**30%**	**25%**
Outcomes Assessed		PD5-1, PD5-9	PD5-4, PD5-5, PD5-11	PD5-2, PD5-6, PD5-7	PD5-4, PD5-11

Course Fee: $5

Course Outcomes

Theory

A student:

PD5-1: assesses their own and others' capacity to reflect on and respond positively to challenges

PD5-2: researches and appraises the effectiveness of health information and support services available in the community

PD5-6: critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7: plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-9: assesses and applies self-management skills to effectively manage complex situations

Practical

PD5-4: adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5: appraises and justifies choices of actions when solving complex movement challenges

PD5-11: refines and applies movement skills and concepts to compose and perform innovative movement sequences

Science				
Course Components	**Syllabus Weightings**	**Task 1**	**Task 2**	**Task 3**
Task Type		**In class Practical Test**	**Student Research Project and Quiz**	**Yearly Examination**
Timing		**Term 1 Week 8/9**	**Term 3 Week 5/6**	**Term 4 Week 1/2/3**
Assessment Component		**SUBMIT**	**IN CLASS**	**IN CLASS**
Skills in Working Scientifically	**60%**	**15%**	**35%**	**10%**
Knowledge & Understanding of Course Content	**40%**	**10%**	**-**	**30%**
Weightings	**100%**	**25%**	**35%**	**40%**
Outcomes Assessed		SC5- 5WS, SC5-6WS SC5-7WS, SC5-8WS SC5-17CW	SC5-4WS, SC5-5WS SC5-6WS. SC5-7WS SC5-8WS, SC5-9WS	SC5-6WS, SC5-7WS SC5-8WS, SC5-11PW, SC5-15LW, SC5-17CW

Course Fee: $5

Course Outcomes

SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

SC5-4WS develops questions or hypotheses to be investigated scientifically

SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

SC5-12ES describes changing ideas about the structure of the Earth and universe to illustrate how models, theories and laws are refined over time by the scientific community

SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

SC5-14LW analyses interactions between components and processes within biological systems

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Visual Arts

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Historical and Critical Studies Writing Task and VAPD	Artmaking	Written Examination & Artmaking
Timing		**Term 2 Weeks 3/4**	**Term 3 Week 5/6**	**Term 4 Weeks 1/2/3**
Assessment Component		**IN CLASS**	**IN CLASS**	**IN CLASS**
Artmaking	**60%**	**10%**	**25%**	**25%**
Critical and Historical Studies	**40%**	**20%**		**20%**
Weightings	**100%**	**30%**	**25%**	**45%**
Outcomes Assessed		5.1, 5.2, 5.5, 5.7, 5.8	5.4	5.3, 5.6, 5.9, 5.10

Course Fee: $60

Course Outcomes

Artmaking

5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks

5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience

5.3 makes artworks informed by an understanding of how the frames affect meaning

5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts

5.5 makes informed choices to develop and extend concepts and different meanings in their artworks

5.6 demonstrates developing technical accomplishment and refinement in making artworks

Critical and Historical Studies

5.7 applies their understanding of aspects of practice to critical and historical interpretations of art

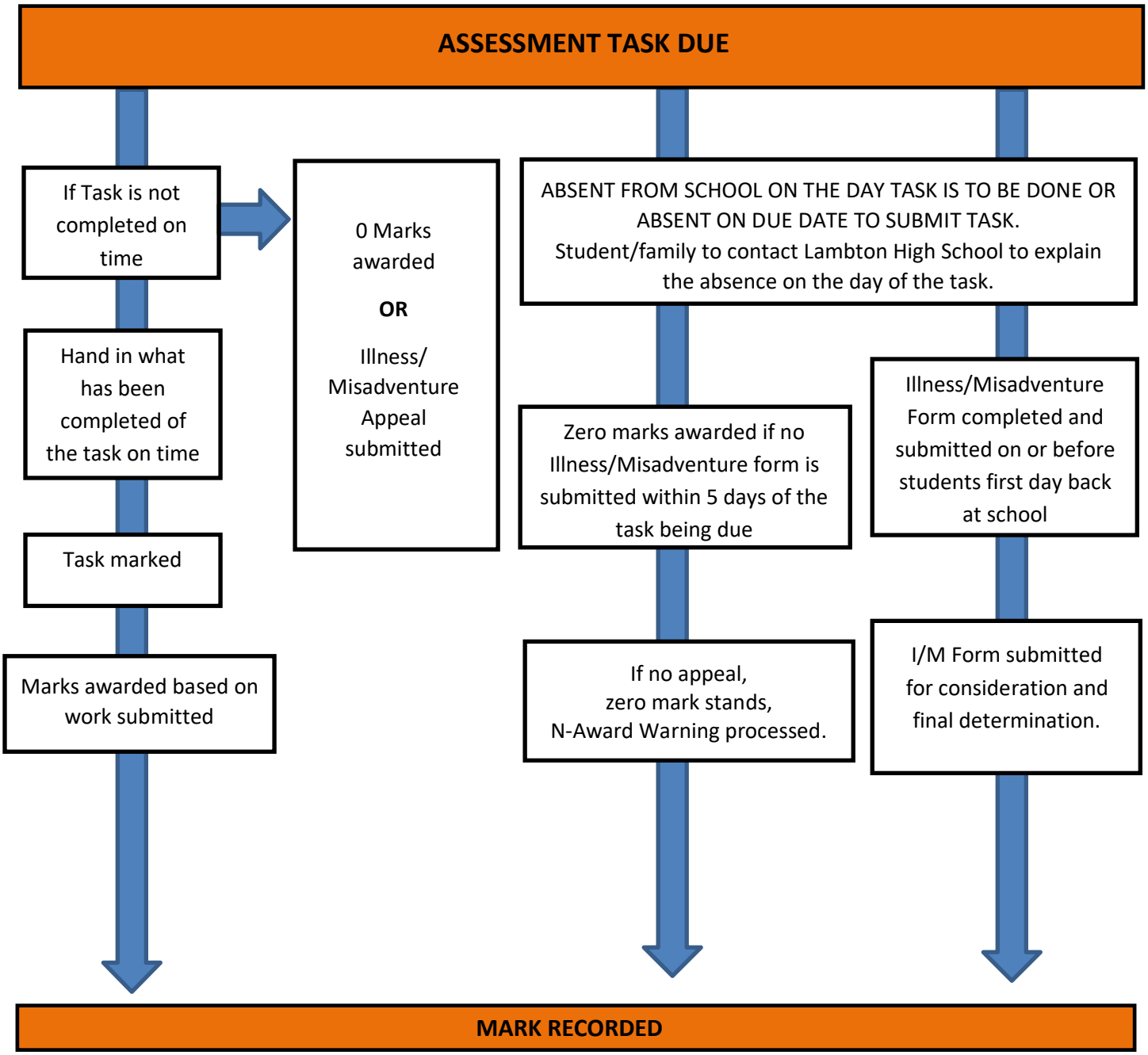
5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art

5.9 demonstrates how the frames provide different interpretations of art

5.10 demonstrates how art criticism and art history construct meanings

Appendices

ASSESSMENT TASK FLOWCHART



MISSED ASSESSMENT TASK DUE TO ILLNESS OR MISADVENTURE

Year 10.

Lambton High School has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure process. See the flow chart below. For more information refer to the Year 10 Lambton High School Assessment Booklet.

Notify School of absence: Notify Lambton High School by telephone (02) 4952 3977 on the day of the assessment task to ensure an **explained absence** is recorded against the student's name to support the illness/misadventure.

Assessment Task Appeal Application: At the start of the day of return to school (the first school day the student is not covered by the medical certificate) see the Deputy Principal to submit an **ILLNESS-MISADVENTURE APPEAL FORM.** The student must provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task.

Attach Evidence: The student must attach evidence that covers the day of the assessment task and all other absences until the task is completed. Pay close attention to all instructions on the Appeal Form. Submitting incomplete forms will jeopardise the application's success. Submit I/M Appeal to Deputy Principal with all evidence attached.

Assessment Task: Be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of return to school** (the first day the student is not covered by the Medical Certificate).

To be completed online

Year 10 Illness / Misadventure Application

Lambton High School

Student Details

Student Name *	Your name.
Student Email Address *	@education.nsw.gov.au

Assessment Task Information

Faculty of Assessment Task Class *	Select faculty
Date of Assessment Task *	DD/MM/YYYY
Classroom Teacher *	E.G - Mr Mitten
Subject Name *	E.G - English Standard
Task Type *	

Reasoning

Please provide more information about your illness or misadventure circumstances.

Please note that these items are not grounds for misadventure:

- Technology failure.
- Failure to remember due date.
- Workplace commitments

Reasoning *	Provide some background on the circumstances here.
Supporting Documentation	Select file ... Browse ... Please upload any justification or evidence as required.

Outcome

What do you expect to happen as a result of submitting this form?

Outcome *	Outcome

Signature

Sign here to declare all information you have provided is truthful and correct. *

Please sign in the box above using your mouse or finger (on mobile devices) - Reset